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ABSTRACT

In this publication, written for use in guiding community recreation and park systems, the following topics are discussed: why parks and recreational facilities should be developed, the need for governmental participation, and park-system development. Additionally, neighborhood parks, playlots, community parks, city-wide parks, regional parks and reservations, and specialized recreation areas and facilities are examined in terms of desirable physical characteristics and user populations. Principles applying to design of park and recreation areas and cooperative facility usafe by school and community are also reviewed. To provide examples of joint development of school-recreation facilities, 4 communities are described: Topeka, Kansas; Mount Prospect, Illinois; Austin, Texas; and Elk Grove Village, Illinois. An outline of recommended community park and recreation practices discusses administration, community cooperation, planning, facilities, programs, and personnel, and a chart of selected Illinois laws is included. (MJB)

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GUIDELINES FOR RECREATION AND PARK SYSTEMS

Joseph J. Bannon
Edward H. Storey

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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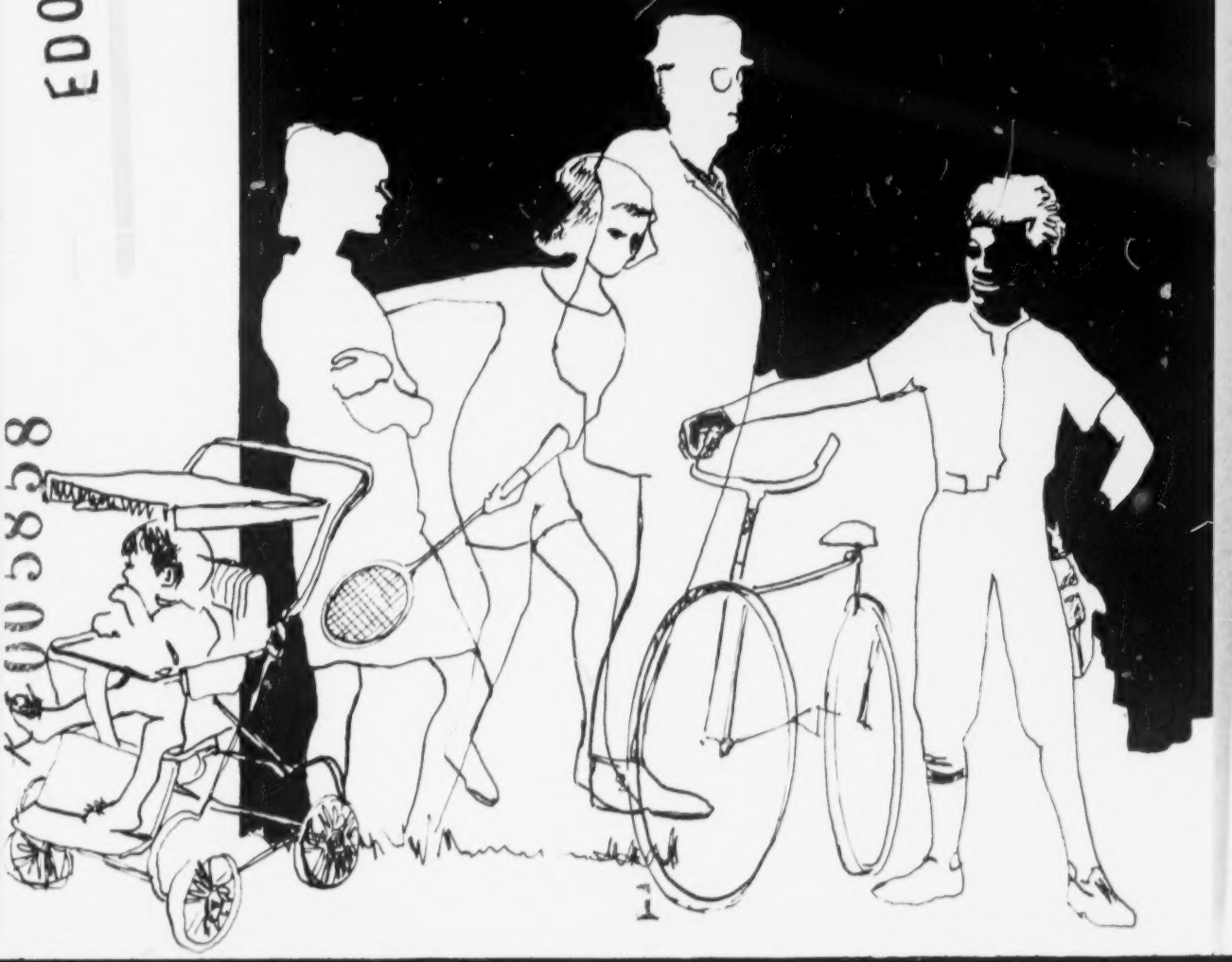

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Guidelines for Recreation and Park Systems

◆ What geographic area will this community occupy in the future, and what part of this area logically should be served by a park and recreation system?

◆ What will be the predictable size and distribution of population within this area?

◆ How can a park and recreation system best serve the present and future community and contribute to its desirable growth and development?

◆ What predictable changes in our way of life will result in changing demands upon public park and recreation services?

Such questions must be answered by those who have the job of planning the development of park and recreational facilities. This circular will help planners make the best possible use of available and potential park and recreational resources.

Why Develop Parks and Recreation Facilities?

During the past 25 years, while we have been depleting our recreational resources, the recreation needs and demands of most communities have increased greatly. People have more opportunity for recreation than ever before.

Scientific and technological advances have reduced the work day and the work week, prolonged life, produced labor-saving devices, and increased production per man-hour of work. Longer life, combined with compulsory retirement, has produced a new leisure group of "senior citizens." Increased leisure provides small allotments of time on weekdays, larger allotments on weekends and occasional holidays, and substantial blocks of time for vacations.

To enjoy this time and use it to make a positive contribution to the growth of our culture, communities must provide suitable recreation opportunities. Park facilities, developed to facilitate recreation participation by all age groups, are essential to individual and community well-being. Recreation is one of the keys to abundant living.

Because of its importance in society, recreation is more than a personal responsibility. As ingenious and resourceful as man may be, his attempts to provide recreation for himself cannot be successful unless he pools his resources with those of other individuals. Those aspects of our culture that have given us increased freedom and leisure have also worked in some ways to our disadvantage. The rapid population increase and new leisure have created vast new economic markets and helped promote financial affluence. But this, in turn, has depleted much of our fixed supply of resources. Changes in land-use patterns failed to take into account the need for maintaining open lands for recreation, and in too many cases established park lands have been lost to other uses.

The average individual, acting on his own, cannot provide for all his recreation needs or protect his interests in the face of the powerful influences represented by rapid urban growth. Society must act through its institutions to develop and protect the park resources and the potentials for recreation that remain. At the same time, we must provide leadership that can manage these resources, direct their intelligent use, and guide people of all ages in learning and practicing a variety of recreation skills.

The Need for Government Participation

Programs designed to serve basic recreation needs all through the year are now provided by governments in many communities, and the number of public recreation and park systems is increasing each year.

Experience has shown that local government organization is necessary to assure proper planning for and attention to recreation and park services. Public provision of park and recreation services makes them comparatively inexpensive, and provides the only practical means of making recreation opportunities available to all the people. Only through government can park lands and recreation facilities be purchased at minimum cost and in a way that assures continued public ownership. A well-designed and skillfully managed park system improves the appearance of the community and helps protect and enhance property values, while assuring that there are adequate areas, facilities, and opportunities to provide recreation participation for all the people.

If a community's park and recreation services are to be effective from year to year, the following elements have been found through experience to be essential.

1. A public park and recreation managing authority that is established according to state enabling legislation.

2. A board of representative and interested citizens to whom the provision of park and recreation services is a primary concern.

3. Competent, well-qualified professional leadership and capable, well-trained volunteers.

4. A dependable, continuous source of adequate funds to establish, operate, and maintain programs, services, and facilities.

5. A suitable variety of outdoor and indoor areas and facilities.
6. Intelligent and comprehensive planning procedures.
7. Cooperative interagency working relationships established at the policy level in written agreements that are carried out in spirit as well as in letter by executive and leadership personnel.

Guidelines for Park System Development

The development of a community's park and recreation system should be based on several important principles. The principles listed below reflect the previous experience of communities in the planning and development of park and recreation services. They are commonly accepted as authoritative guidelines for action.

1. Recreation opportunities should be available to all the people in the community, regardless of age, sex, creed, race, or economic status.

2. Recreation and park facilities and services should be planned on neighborhood, city-wide, and regional bases, as related parts of a

unified, well-balanced system, to provide maximum opportunities for all the people.

3. Park and recreation lands should be acquired even if limited financial resources of the park and recreation agency oblige it to delay complete development.

4. The park and recreation plan must consider the requirements for management, leadership, and maintenance, and the costs of these requirements, as well as the community's ability to pay for them.

5. Appearance and usefulness should complement each other in park and recreation areas and facilities.

Distribution in the Park System

Neighborhood Parks

Service area. A neighborhood park, with suitable playground facilities, should be within walking distance of every home. The area to be served by a neighborhood park is determined by several factors, such as those listed below.

1. Distance from homes to the park.
2. Size of the park.
3. Amount and type of recreation facilities.
4. Attractiveness of the park.
5. Opportunities for organized recreational activity, guided by qualified leaders, and informal activity through individual or group initiative.
6. Effectiveness of behavior control within the park.
7. Efficiency of the park maintenance operation.
8. Provision of personal conveniences, such as rest areas, public toilets, water fountains, and so on.

Generally, the effective service radius of a neighborhood park is from one-quarter to one-half mile, unless there are restrictive traffic hazards or other physical boundaries that reduce the park's service area.

Facilities. Neighborhood parks should include:

A shelter building with a game room, meeting room, storage and toilet facilities, and a small kitchen, or there should be access to comparable facilities in the elementary school building in the area.

Grassed open area for informal games.

Baseball and softball diamonds, or a dual-purpose diamond.

Multi-purpose, all-weather area with marked courts, game stan-

dards, and basketball goals; all these should be lighted for play of older children in the evenings.

Playlot for pre-school children and shaded rest area for mothers.

Suitable play apparatus for older children.

Spray basin or wading pool.

Landscaped park area for passive recreation, nature study, and enhanced appearance of the area.

Borders, buffer strips, and paths.

Family picnic area.

Off-street parking.

Location. Neighborhood parks should be centrally located so children do not have to cross major streets, highways, or business areas to get to them. In some situations, where heavy traffic conditions or other hazards exist, it may be desirable to provide additional small play areas, called playlots, in sub-neighborhoods.

Acreage. One acre of park land for every 100 people in the community should be the minimum allotment. Of this allotment, there should be a minimum of one acre of neighborhood park land for every 500 people in the neighborhood, and the balance should be distributed by providing city-wide parks. A neighborhood park should have at least five acres, so essential areas can be included with adequate separation between them for different age groups and functions.

Playlots

Playlots, sometimes called totlots, are small play areas for children six years and younger. Playlots may range up to 10,000 square feet.

Facilities. Playlots should include:

An open shelter building.

Sandbox.

Slides.

Climbing apparatus.

Wading pool.

Various creative play apparatus.

Benches.

Fences.

Landscaping.

Equip playlots to promote the imaginative and creative play of pre-school children, and provide shaded rest areas for mothers.

Community Parks

Service area. A community park is an area serving a group of neighborhoods within a city. Community parks provide the larger and more costly facilities that cannot be provided in each neighborhood. Provide at least two acres of community parks per 1,000 population. The service radius of a community park should be about one mile, and where possible it should relate to high school or junior high school development.

Facilities. Community parks (or park-school complexes) could include:

Children's playlot.
Apparatus for older children.
Paved multiple-use areas.
Hard-surface, special games courts.
Sports fields for men and women.
Lawn games area.
Archery range.
Swimming pool.
Amphitheater.
Ice rink.
Picnic area.
Field house (or use of school building).
Nature center.
Landscaping.
Parking areas and service road.

City-Wide Parks

A city-wide or general purpose park is a large area serving all the residents of a community. It should provide a beautiful, natural setting that invites enjoyment of both active and passive recreation interests. Major recreation facilities not usually found in other parks should be included in a city-wide park. These might include a golf course, woods, winter sports center, picnic areas, swimming pool, athletic stadium, ornamental gardens, outdoor theater, bandshell, library, and adequate off-street parking.

The standards for such parks are flexible and depend upon the need for providing balance in the entire park and recreation system. If regional parks are inadequately developed, then city-wide parks must have more generous provisions.

Regional Parks and Reservations

A regional park is a large land and forest reservation, preferably with unique scenic character. It serves one or more cities or perhaps a county or larger region. Usually it is located outside the corporate boundaries of cities, but may be located within a large urbanized area.

The purposes of regional parks include:

1. Preserving a portion of the natural landscape of an area.
2. Supplementing the recreational facilities available in urban areas.
3. Serving specialized outdoor recreation needs of rural and urban people alike.
4. Providing open greenbelt areas to serve as buffers between urbanized areas.

Specialized Recreation Areas and Facilities

Certain areas and facilities are highly specialized. They may be developed on special tracts of land or integrated into other park and recreation areas. They provide major recreation opportunities and require large amounts of space. Such facilities include golf courses, swimming pools, athletic stadiums, tennis courts, baseball and softball diamonds, and recreation buildings.

Designing Parks and Recreation Areas

Careful design of parks and recreation areas for functional use and attractive appearance is vital to efficient programming, operation, and maintenance of the entire system. Each site will present its own specific problems that must be considered in its development.

Some of the principles that apply to the design of any recreation area are listed below.

Efficient use of space. Prepare a general site plan for each area before locating any equipment or developing the facility. Such a plan helps make best use of equipment and facilities in the space available.

Adequate space for each facility. It is important that enough space is provided whenever possible to permit standard dimensions for play areas. This will make participation safer and more satisfying.

Supervision. It may be necessary to have supervision of some of the activities in a park. Activities that require a good deal of supervision should all be located in one area, so it will not be necessary to have a different supervisor for each activity.

Location of activity areas. Closely related areas and facilities or those used by the same age group should be placed near to one another. Place facilities involving spectator attendance or mass participation close to approach streets and parking areas. Put facilities for small children near the side of the park with the largest number of homes and close to an entrance.

Safety. Place apparatus areas away from lines of foot traffic. Arrange playing fields so fly balls and other equipment will not enter other activity areas. Locate parking areas and roads where they will not interfere with activity areas and lines of foot traffic.

Economy of construction and maintenance. Use of permanent types of court surfacing, durable building materials, and hardy plant materials will lower maintenance costs. Careful location of specialized facilities will reduce costs for grading, draining, plumbing, and paving. Good landscaping will reduce costs for such operations as mowing, fertilizing, and so on.

Public accommodations. For a park to be most useful it must have convenient toilet facilities, parking areas, walks, seating accommodations, shade, and drinking fountains.

Use of natural features. Use level terrain for active game areas and courts. Adapt natural slopes for an outdoor theater or winter sports. Save trees for their aesthetic value and for picnicking, hiking, and nature study.

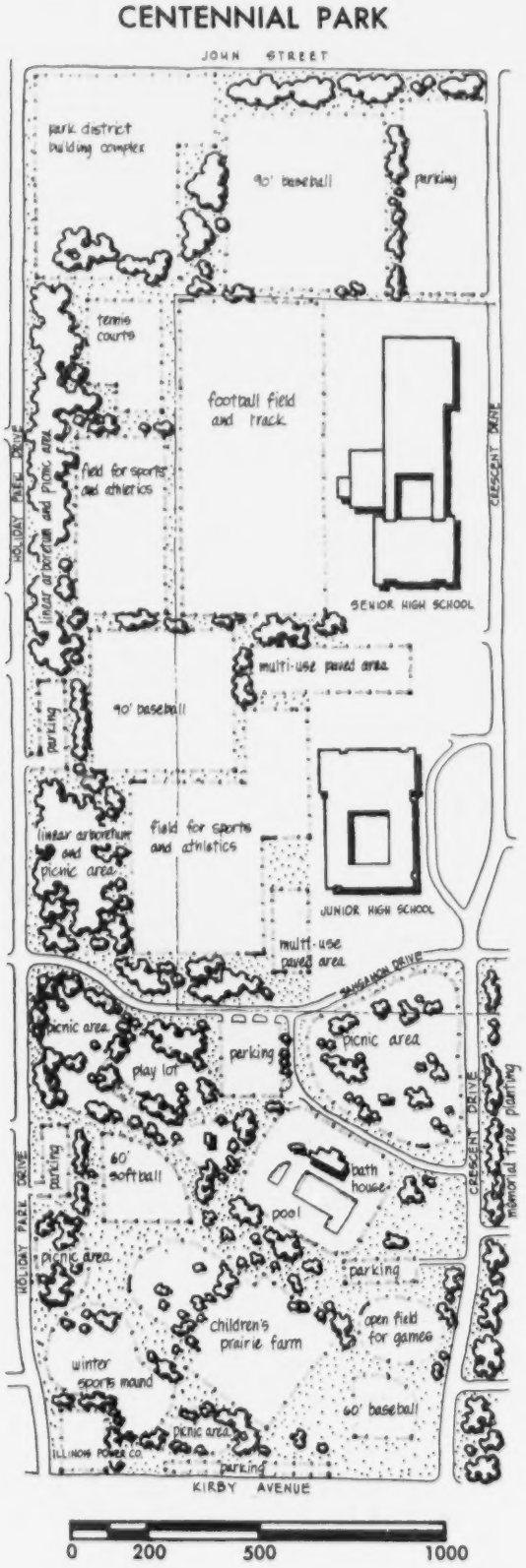
Aesthetic quality. An attractive park provides the right environment for recreation enjoyment and enhances the economic value of adjacent property. This quality can be achieved even on the smallest area by the judicious and artistic use of trees, shrubs, vines, and lawn surfaces, and by good architectural design and building materials. A dreary, unattractive play area is a detriment to the community and seldom attracts many participants.

Using School Facilities in Park and Recreation Systems

In recent years many communities have begun using school facilities for recreation and park purposes. For instance, park systems and school boards have cooperatively developed swimming pools for both school and public use. Another example is the increasing use of school auditoriums for public meetings.

Local officials responsible for school development now recognize that school facilities not only serve an educational function, but must also become social, civic, recreation, and cultural centers in the community. Planning for each new school building must take into account the community's social organization and the availability of other public facilities.

Cooperation between school boards and park boards has become necessary during the past decade because there has been an increasing demand for improved public services. Duplication of facilities must be



Use of school facilities in a park-recreation system in the Champaign, Illinois Park District

reduced to a minimum if the taxpayer is to receive efficient and effective service for every tax dollar.

Improved community living is the goal of all units of local government, so the planning by both school and park-recreation officials will often have similar objectives. A brief examination of the services provided by both agencies suggests that cooperation is not only desirable, but essential. Many cases can be cited where the taxpayer has been carrying the tax burden for facilities and programs that could be more properly administered with joint development and operation.

A survey of a number of existing school and park developments reveals that several procedures are essential to achieve cooperative planning. Three of the most important procedures in establishing joint development are:

1. Establishment of a joint committee that includes members of the school board, city council, recreation and parks authority, as well as the superintendent of schools, director of parks and recreation, city manager, and the planning director.
2. Periodic conferences between city and school officials, both at the policy and administrative levels.
3. Establishment of a contract that spells out how the facilities of the agencies involved in joint planning can be used cooperatively.

Examples of Joint Development

Information about four communities in which joint development of school-recreation facilities has taken place is included below.

Topeka, Kansas

Topeka is a community that made an all-out effort to bring about cooperative efforts in joint planning and development. In 1964 a joint committee was appointed with representatives from the school board, recreation commission, and city park department. The superintendent of schools, superintendent of recreation, and superintendent of parks served as ex-officio members of this committee.

Though this committee had no power to take official action, it provided an opportunity for the discussion of mutually related projects. Representatives could then refer these discussions to their respective boards. As a result of many meetings with department staffs and board members, a resolution was drafted and adopted by the three agencies, thus officially setting the stage for future cooperative developments.

The resolution follows:

This joint resolution is an effort between three public boards to increase the services provided by each, to heighten the efficiency or operation of each, and to fulfill their specific obligations to the citizens of the community with the lowest cost to the taxpayer.

The following statements of this resolution shall constitute a basis for actions of the Board of Education, the Park Department, and Recreation Commission in the execution of their plan of cooperation for joint acquisition, planning, and respective use of school-park sites in the City of Topeka.

The Board of Education, the Park Department, and the Recreation Commission, mutually agree that in the acquisition and planning of school-park sites, whether acquired jointly or independently, each will inform the other, as far in advance as is practicable, of its plans for acquisition and development of sites which may become mutual resources.

With a mutual desire to better serve the citizens of Topeka, the Park Department, Recreation Commission, and Board of Education support and encourage the development of school-park sites within the community. By combining a school and a park on one land area, portions of the school building may serve community needs and indoor recreation requirements; portions of the park may provide facilities for the school recreation and educational program, as well as for community needs.

It is recognized that cooperation in acquisition, planning, and construction of school-park properties results in certain economies in capital expenditures by the three bodies, reduces the cost of maintenance, and increases the effectiveness of maintenance and use.

In the following months an elementary school was jointly developed. It is presently being used by the Topeka Recreation Commission as a neighborhood recreation center. Naturally, as a result of this development, a more detailed contract was required to define the responsibility of each of the agencies. Again, this contract was developed as a result of meetings between the agencies' staffs and the joint planning committee.

Below is a copy of the contract approved by the three boards.

THIS AGREEMENT, made and entered into, in triplicate, this _____ day of _____, 1965, by and between The Board of Education of the City of Topeka of the State of Kansas, a quasi-municipal corporation, hereinafter called the "Board," and the Topeka Recreation Commission, a corporation, hereinafter called the "Recreation Commission."

RECITALS:

A. The Board is the owner of public school grounds and facilities located within the City of Topeka, Kansas, school district; and the Recreation Commission has recreation grounds and facilities under its operation and control located within the City of Topeka, Kansas.

B. The Board and Recreation Commission desire to provide opportunities for recreational and/or physical fitness programs and to offer the Topeka

community the maximum benefits from joint and mutual use of the respective grounds and facilities for such purposes, upon the terms and conditions hereinafter set forth.

NOW, THEREFORE, it is mutually agreed as follows:

1. The school grounds and facilities, including buildings located at the public elementary and junior high schools in the City of Topeka, Kansas, shall be made available to the Recreation Commission so long as this does not interfere with the public school program.

2. For each school building used in its recreational program, the Recreation Commission shall pay to the Board the sum of One dollar ($1.00) per hour of such use for heat, light, and other utility services, except that such charge shall not apply to the use by the Recreation Commission of school buildings on the cooperative and planned sites or during the Recreation Commission's summer program. The term "cooperative and planned sites" as used herein means the jointly planned and developed school and recreation sites and facilities such as the one located at 31st and Arnold, Topeka, Kansas.

3. Any facilities at the cooperative and planned sites under the control of the Recreation Commission shall be available to the Board so long as this does not interfere with the Recreation Commission's planned programs.

4. There shall be no charge to the Board when using any facilities of the Recreation Commission.

5. At least annually, the representatives of the Board and the Recreation Commission will inspect the facilities of the Board which are to be used by the Recreation Commission; and the Recreation Commission will be liable to and reimburse the Board for any damage, beyond normal wear and tear, resulting to the Board's facilities during the use of such facilities by the Recreation Commission during the regular school year.

6. The Recreation Commission will be liable to and reimburse the Board for any damage, beyond "normal wear and tear," resulting to the Board's facilities during the use thereof in the Recreation Commission's summer recreation program except in case of window breakage; and in such case, the Recreation Commission will pay sixty percent (60%) of replacement costs and the Board will pay forty percent (40%) of replacement costs.

7. The policy of the Board is to require a custodian to be n attendance at its school buildings when in use during the school year and otherwise; and for the services of the custodian in excess of the normal 40-hour week at any school facility for the purposes of the Recreation Commission during the school year, the Recreation Commission shall reimburse the Board for such services, sixty percent (60%) of the excess costs incurred by the Board to provide the services of the custodian, it being understood that the normal week of the custodian is from Monday to Friday, inclusive, of each week, and between the hours of 8 a.m. and 4 p.m., inclusive of each day. The services of a custodian on holidays, as specified by the Board, shall be construed as services in excess of his normal work week.

8. There shall be no charge to the Recreation Commission for custodial service at all cooperative and planned sites. During its summer recreation program, the Recreation Commission will provide and pay for the custodial service which is reasonably necessary and proper to keep and maintain in

clean condition the portion of any school facility used by the Recreation Commission in such program.

9. The Recreation Commission and the Board shall each appoint personnel to meet with designated representatives of the other to discuss, clarify, and establish all details concerning the operation and maintenance of the use of the facilities owned by the Board and under the control of the Recreation Commission.

10. The Board will submit periodic itemized statements as the Board may determine to the Recreation Commission covering such items as may be payable to the Board hereunder.

11. This Agreement is a continuing one but it may be terminated by either of the parties hereto by serving written notice of termination upon the other party at least 90 days prior to the effective date of termination as specified in the notice.

12. No assignment of this Agreement or any rights thereunder by either party shall be valid without the written consent of the other party.

Mount Prospect, Illinois

In 1963 Mount Prospect Park District approved an agreement with Consolidated School District 59 for joint use of facilities. In June, 1966, the Park District opened a swimming pool located next to a junior high school. It was reported by the director of parks and recreation that physical education classes were scheduled soon after the pool was filled in the spring and again in the fall until October. The board of education has agreed to share in the cost of maintaining the swimming pool on a 50-50 basis, up to a maximum cost of $10,000 per year.

The 1963 contract between the park board and board of education provides the following conditions for facilities in joint use:

1. The School Board agrees:

A. To grade and provide drainage of all areas included in the agreement.

B. Not to restrict public use of the properties after school hours.

C. To provide space within the school buildings, including classrooms, kitchen, and lavatory facilities, for after-school program activities.

D. To provide permanent outdoor facilities, such as drives, parking lots, and surfaced play areas, as required for normal school use.

E. To pay for all water and electricity used for the maintenance of the facilities, with the exception of water and electricity required for the swimming pool and ballfields.

F. To provide the facilities listed in the contract for a fee of $1 per year.

2. The Park Board agrees:

A. To provide and plant all trees and shrubs on sites.

B. To plan, purchase, and install outdoor play equipment, including apparatus, ballfields, goals, ovens, and so forth.

C. To maintain grounds owned by the board of education at sites included in the agreement. This maintenance is to include mowing, trimming, and pruning, but is not to include snow removal.

D. To provide trained, qualified leadership for park district sponsored programs in school buildings and grounds.

E. To provide outdoor facilities needed for normal community use.

Austin, Texas

Austin is another community that has done an outstanding job in school-community development. The policy adopted by the city administration and the board of education recognizes the need for recreation as a contributing factor to a more wholesome life. The policy further recognizes the responsibility of these two governmental units to offer the community the greatest possible benefits from its investments of public expenditures.

It is acknowledged that the board of education must acquire land that primarily will meet the educational needs of the district. However, park and recreation needs receive high priority in land acquisition. After sites have been selected tentatively, the superintendent of schools notifies the city manager, planning director, and the director of recreation and parks. After these parties have had a chance to review the project, a meeting of everyone concerned is held to determine a course of action. The cost of jointly acquired and developed areas is based upon the length of time they are used by each agency. Under the present plan this time ratio is nine months for school use and three months for recreation and park use. Under this plan the City of Austin reimburses the school district 25 percent of the cost of acquiring and developing the outdoor area.

The Austin authorities have done an excellent job of working out agreements for joint use of facilities. Working out details of joint use is often quite difficult. Whether a janitor is present in the building and who shall pay for heat and lights would seem to be minor questions that can be easily answered, but these questions often create major problems in finalizing agreements.

The Austin authorities have agreed on the following policies:

1. A school custodian will be present in all buildings used by the recreation and park department when more than a specific part of the school building is open. A school custodian will *not* be required when only a specific part of the building is being used.

2. When the recreation program is in progress and the custodian is still being paid by the school, there will be no charge to the recreation and park department.

3. The maintenance and repair of the school building will be assumed by the school authorities, except when damage to the facility is unusual and is a result of the recreation program.

4. The heat for the building is furnished by the board of education.

5. To compensate the school district for electricity and water consumed by the recreation and park department, the city assumes the responsibility for the school districts' utility bills during the months of July and August.

6. The watering and mowing of areas used for recreation purposes by both agencies is done by the city. However, the trimming, watering, and hand mowing of areas immediately adjacent to the school facility is done by the school district.

7. Time of custodial services begins at the opening of the building and extends a sufficient period of time beyond the closing of the activity to allow for proper clean-up.

Elk Grove Village, Illinois

The Elk Grove Park District is in the beginning stages of its school-community development. Already in operation is the Grant Wood Elementary School, which serves as a youth center. This facility was jointly developed and paid for by the Elk Grove Village and School District 59. The name of this building, "Grant Wood Elementary School and Youth Center," readily identifies it as a community facility. At the present time park district offices are also housed there. After-school and weekend programs are conducted at this location. During the day the youth center portion of the building is used for physical education classes and lunchroom activities.

Elk Grove Village has added a swimming pool to the Thomas Livey Junior High School. As in Mount Prospect, Illinois, this swimming pool would serve not only as an educational facility but also as a community facility.

Current Park and Recreation Practices

The following list of park and recreation practices includes most of those recommended for communities that want to have a complete park and recreation program. People interested in park and recreation development can use this list to determine what improvements are needed in their own communities.

Administration

1. A public authority established for recreation and park purposes. A separate public authority may serve each purpose.

2. An annual appropriation made by the agencies involved.

3. Records on individual and group participation kept in a form that provides information about (a) the proportion of constitutents receiving services; (b) the number of individuals registered, number of group sessions, and the attendance; and (c) the composition characteristics of the participants and the constituency (age, sex, cultural background, education level, and so on).

Community Cooperation

1. Each school building and site available for community recreation.
2. At least one multi-purpose athletic field available for community recreation after school hours and during vacations.
3. Fairgrounds available for use in recreation programs.
4. Church buildings and properties generally available for recreation activities.
5. Civic and service clubs sponsor (help finance or conduct) special recreation events.

Planning

1. A master plan for recreation, park land, and water areas prepared by the city planning commission and adopted by the city council, school board, and park district.
2. All buildings used by the public should be made accessible to and easily used by the physically handicapped.
3. Representatives of public recreation and park agencies actively participate in an overall community planning council.
4. Land set aside for recreation and parks in subdivisions and annexed territories.
5. One playground available in each neighborhood with supervision when possible during after-school hours and vacations.

Facilities

1. All park areas easily accessible and attractively maintained.
2. All school sites attractively landscaped.
3. Public swimming pools accessible and attractively designed.
4. Beaches and shoreline areas easily accessible, with lifeguards on duty at specified periods, and with boating facilities.
5. At least one community recreation building.
6. Softball and baseball fields lighted for night play.

7. At least one gymnasium available for use in the recreation program.

8 At least two tennis courts available and well maintained.

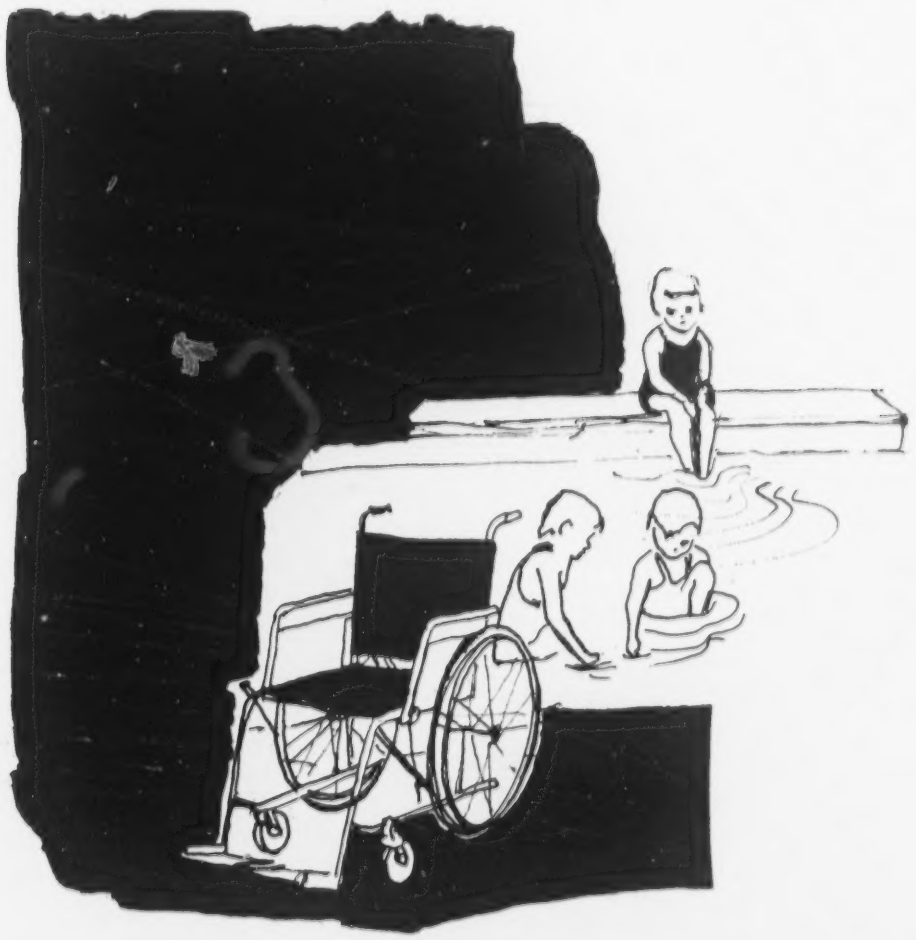
9. Golf courses open to the public.

10. Commercial enterprises, such as the following, are available: boat rental concessions; bowling alleys; community concert series; golf driving ranges; motion picture theaters; riding stables; skating rinks; and swimming pools.

11. Use of public facilities throughout the year for men and women 20 years and older and especially for retired people.

Programs

1. Recreation activities conducted outside of school hours for children 5 to 19 years old, as well as for the chronically ill and handicapped.



2. Programs made available to the handicapped. Integrated programs are preferable (participation with other children or adults), but specialized programs are acceptable. Programs are coordinated with health agencies, and where groups are large enough, a specially trained leader (a recreation therapist) is employed. Transportation is provided for the handicapped.

3. Community-wide celebrations for families planned for most holidays.

4. Playground program and the community center program composed of the following diversified activities which are available to each participant at some time during the year: arts and crafts; nature activities; individual and team sports; music; social events (dancing, excursions, parties); storytelling and dramatics; and swimming and water sports.

5. Day camps held for all children, including the mentally retarded and physically handicapped.

6. Special social events arranged for teenage boys and girls.

7. The following opportunities to participate in the fine and performing arts should be available to all age groups through the public park and recreation agencies or in cooperation with them: live theater, band, orchestra, lessons on musical instruments, concerts, record library, browsing library, debates, forums, museums, dance lessons, painting and drawing, sculpture, ceramics, woodcraft, and flower arranging.

8. A comprehensive plan of leisure education conducted for people of all ages in the area. Schools and other agencies should cooperate.

Personnel

1. A director of parks and recreation employed all year.
2. A qualified recreation superintendent employed year around.
3. Volunteers help the recreation director conduct a program.

Outline of Selected Illinois Laws Related to Parks and Recreation

	Revised Cities and Villages Act, Recreation Commission and Recreation Centers, Chapter 24, Article 11, Division 95	The Park District Code, Chapter 105
Description of purpose	To authorize the corporate authorities of certain municipalities to provide for the establishment, maintenance, and operation of a supervised recreation system. (95-2)	To provide for the incorporation, establishment, maintenance, and operation of park districts.
Applicable to	Every municipality with a population of less than 500,000. (95-2)	Any "one connected area." (1) No part of which is included in an existing incorporated park district. (2) Having less than 500,000 population. (2-1)
Adoption procedure	Referendum required: (1) Petition signed by 10 percent of the electors. (95-7) (2) Corporate authorities shall have the question submitted to the electors. (95-7) (3) Corporate authorities may provide for the establishment . . . of a recreation board by resolution or ordinance. (95-2)	(1) Petition by not less than 100 legal voters in the proposed district, addressed to Circuit Judge and filed with County Clerk. (2-2 and 2-3) (2) Election — Circuit Judge "shall" order election to decide on question and to elect 5 commissioners. (2-4) (3) Election returns canvassed by a Circuit Judge. If a majority of the votes cast upon the question . . . shall be in favor of the establishment of such district, said district shall then be deemed organized. (2-6 and 2-7)
Operating authorization	Corporate authority or board: (1) May dedicate and set apart for use as playgrounds or recreation centers any land or buildings which are owned or leased by the municipality and are not dedicated or devoted to another and inconsistent public use; (95-1) (2) May provide, maintain, equip, and operate playgrounds and recreation centers and the buildings thereon: (95-2) (3) May provide, maintain, equip, and operate swimming pools as a part of such a recreation system, and may charge and collect reasonable fees; and (4) May employ recreation leaders, center directors, supervisors, recreation superintendents, or other such officers or employees as they deem proper. (95-2)	A Park district may provide: (1) Recreation programs (2) Musical concerts (3) Airports (4) Armories (5) Swimming pools (6) Recreation buildings and areas (7) In general ". . . any other facilities or equipment which may be appropriate for park purposes in any park of said district. . . ." (8-10) (See also 8-3, 4, 5.)

Governing body	(1) Corporate authority, or (2) School board, park board, or other existing body. (3) Playground or recreation board (appointed), 3 or 5 members. (95-2)	Board of 5 elected commissioners. (2-9) Regular term of office is 6 years. (2-10)
Acquisition power	(1) May acquire or lease land or buildings or both, within or beyond the corporate limits of the municipality. (95-1) (2) May accept any grant or devise or real estate or any gift or bequest of money or other personal donation . . . if the acceptance thereof shall subject the municipality to expense for improvement, maintenance, or renewal, the acceptance shall be subject to the approval of the corporate authorities. (95-5)	A park district may acquire: (1) Lands within the district by any means. (8-1) (2) Lands without the district by any means except condemnation (note (4) below). (8-1) (3) Personal property necessary for corporate purposes. (8-1) (4) Lands by any means for airport purposes. (9-2)
Taxing power	(1) If the system is approved in original referendums, it may levy a tax, not to exceed 0.09 percent of the assessed value of all taxable property within the municipality; this may be increased to 0.20 percent by another referendum. (95-8) (2) Minimum tax to be levied shall be designated in original referendums. (95-7) (3) This tax shall be in addition to the taxes for general purposes authorized by section 8-3-1. (95-8)	(1) With favorable organization referendum a district may levy a general operating tax "for all corporate purposes" not to exceed 0.10 percent. (5-1) (2) Subject to specific referendum approval a district may levy an additional operating tax "for all corporate purposes" not to exceed 0.05 percent. (5-3) (3) Upon organization a district may levy a tax for recreation programs not to exceed 0.075 percent per dollar of valuation. (5-2) (4) Subject to specific referendum approval the recreation program tax may be increased to 0.09 percent. (5-2)
Borrowing power	The corporate authorities may issue bonds for purposes of acquiring land or buildings for recreation areas and for the equipment thereof, in the manner provided by law for the issuance of bonds for other purposes. (95-6)	May issue general obligation bonds on the credit of the district for park, boulevard, and armory purposes: (1) Original rate limit is 2½ percent of valuation. (2) Rate limit may be raised to 5 percent by referendum. (6-2) (3) Any issuance which would raise the "aggregate outstanding unpaid balance to more than 0.5 percent must be separately approved in a referendum. This could be by a separate ballot in the same referendum authorizing a rate limit increase. (6-4)

	Revised Cities and Villages Act, Special Powers — Parks, Chapter 24, Article 11, Division 98	Revised Cities and Villages Act, Special Powers — Community Buildings, Chapter 24, Article 11, Division 63
Description of purpose	To authorize certain cities and villages to purchase, establish, and maintain public parks for the use and benefit of the inhabitants. (98-1)	To authorize certain cities and villages to establish, equip, maintain, and operate a community building or buildings. (63-1)
Applicable to	Cities and villages under 50,000. (98-1)	Any municipality having a population of less than 500,000 inhabitants. (63-1)
Adoption procedure	By referendum, if tax is in addition to taxes for general purposes. Referendum called by a petition signed by 1 percent of legal votes cast in preceding general municipal election. (98-2)	(1) Referendum required if a petition by a number of electors equal to 5 percent or more of the votes cast in the last preceding regular municipal election is submitted. (2) Corporate authorities may have the question submitted to the electors without petition. (63-2)
Operating authorization	(1) May purchase, establish, and maintain public parks; and (2) May lease such parks for the purpose of holding county fairs therein. (98-1)	(1) May establish, equip, maintain, and operate a community building or buildings which may include a gymnasium to be connected to the same. (63-1) (2) May charge reasonable admission or use fees. (63-10)
Governing body	Corporate authorities. (98-1)	(1) Corporate authority, or (2) Recreation Commission, or (3) A special board appointed by the mayor with the approval of the corporate authorities. (63-4)
Acquisition power	May purchase land for public parks. (98-1)	(1) May dedicate and set apart for the use of any community building any land or building which is not dedicated to another and inconsistent public use. (63-6) (2) May acquire a site or sites by condemnation. (63-5)
Taxing power	(a) Not to exceed 0.075 percent of assessed valuation annually on all taxable property in the municipality. (98-1) (b) This annual tax may be levied in addition to taxes for general purposes if a majority of electors voting on the proposition vote in favor thereof. (98-2)	Subject to favorable referendum, may levy a tax of three-quarters of one mil (0.075 percent) of the assessed valuation on all taxable property within the municipality. Such tax shall be in addition to the general purpose tax. (63-1)
Borrowing power	No borrowing power specified other than general municipal authorization. (Refer to Division 4 of Article 8.)	Subject to a referendum, may borrow money and issue bonds for acquisition or construction of a community building or buildings. (63-3)